

## Saint Martin's Catholic Academy Music Department

### Development Plan Summary – September 2024

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Louise Clarke
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Leicestershire Music
Name of other music education organisation(s) (if partnership in place)	

### Part A: Curriculum Music

#### KS3

Students are exposed to continuous opportunities to perform, compose and listen to music in a number of styles. All of our units contain the knowledge practical activities to help students strengthen their skills in the core areas of music. They are challenged to constantly use vocabulary related to the musical elements in all the work they do, and to be as creative as possible with their work in all schemes. They use a very wide variety of methods to produce music, including voices, instruments and music technology, and are encouraged at all times to do so with technical accuracy, fluency and expression appropriate to the style. Appropriate musical notations are used to help students express their creative intentions, underpinned by an understanding of Western Classical Notation. Students study music from around the world and from numerous time periods and composers and will analyse these practically and theoretically using skills and routines that are built upon throughout their classroom music lessons. Students deepen their knowledge and understanding of a wide variety of music from different

cultures, and the historical and social contexts of that music. Context, history and society is discussed and its implications on the development of music. Students compose and improvise within a range of musical styles to further their understanding of the genre they are studying, and to help prepare them for further musical study.

### **KS3 Curriculum Sequencing**

All KS3 schemes of work are sequenced to and from others, to ensure that knowledge is built on and skills revisited regularly. All year 7 students start their KS3 journey studying the Elements of Music scheme of work. The rest of the KS3 curriculum covers a full range of topics, given some constraints with equipment and facilities. During the Elements of Music Unit, year 7 students are introduced to the key elements that underpin the rest of their musical learning and analysis, all the way through their learning journey to the end of year 13. They learn what the definitions of the elements are, and how we analyse them using musical vocabulary. All students are taught the same curriculum throughout KS3. Please see the medium term planning documents for details of each scheme of work. The skills, knowledge and content for these schemes are regularly returned to, and referenced directly in the planning.

All schemes of work at KS3 involve analysis, listening and appraising skills. These are taught to students and enhanced through learning about the social and historical context of the topic they are studying. Each time students revisit a topic sequenced skills are revised and extended.

### **KS4**

Students are offered OCR GCSE Music 9-1. The schemes of work at KS3 are designed to ensure that all students, regardless of their musical experiences prior to joining St Martin's, are able to enjoy and thrive within their musical learning and advance to KS4 study. Skills necessary for both courses are embedded continually throughout our KS3 curriculum.

All students at KS4 are strongly encouraged to have instrumental and/or vocal lessons to help them with the practical work in both courses. Students can borrow some instruments from school and are encouraged to use the facilities within the department before and after school, and during break and lunchtimes to practice.

## **Part B: Co-curricular Music**

### **Extra-Curricular and Enrichment Activities - Instrumental Programme**

Our curriculum is complemented by a range of extra-curricular and enrichment activities.. Our instrumental and vocal tuition is provided by visiting self-employed teachers and JAM (Junior Academy of Music). We offer instruments on all orchestral family instruments, acoustic, electric and bass guitars, voice, drumkit etc. The majority of our instrumental and vocal lessons are taught individually and are either 20 or 30 minutes long. Lessons take place once per week for each instrument on a fixed day. Lessons will be at rotating times so that students do not miss the same curriculum lesson each week..

Lessons are open to all students are signed up for via the appropriate Google Form. Students of any standard can start lessons. There are waiting lists for over-subscribed instruments. Students are welcome to be entered for external examinations on their instruments through various exam boards (ABRSM, Trinity, RockSchool etc), but these are not required and are not appropriate for every instrument.

The instrumental and vocal lessons feed into our enrichment programme but students are welcome to all of our ensembles, even if they are not having extra-curricular lessons. Some of our ensembles and performance opportunities are regular every year, but these are added to by opportunities that we create for groups of students that need to be showcased. Some of our performances are within school, and some are in our local community eg. Menphy's Concert DeMontfort Hall. There is a yearly school musical and singing is an integral part of our curriculum. None of our ensembles require an audition; we strive to be as inclusive as possible. Parts are differentiated within the ensemble to allow for all those who want to participate to be part of the rehearsals and performance.

### **Part C: Musical Experiences - Trips and Visits**

We hope to run a trip to visit a musical to fit in with our GCSE and year 8 curriculum. In addition to that students perform at the local Catholic Church and DeMontfort Hall. We are hoping to visit local Further Education establishments to see their facilities and for students to look at their courses.

Area	2024 – 2025	2025 – 2026	2026 - 2027
<b>Quality of Education:</b> <b>Intent</b>	<p>Help build student confidence and in understanding music through curriculum.</p> <p>Ensure all KS3 booklets contain a glossary.</p> <p>Develop a KS3 SoW that solidifies an understanding of the basics of music to build upon.</p> <p>Make Music more present, piano in assemblies etc</p> <p>Focus on Yr 11 improving grades</p>	<p>Integrate compositional techniques into KS3 curriculum (IT)</p> <p>Increase the number of students taking GCSE if facilities permit</p> <p>Run a school show annually</p>	
<b>Implementation</b>	<p>End of Unit tests for KS3</p> <p>Encourage students to use their own instruments (if applicable) in lessons, especially when exploring staff notation and the year 7 Instruments of the Orchestra SoW</p>	<p>Ensure all equipment is still in good working order, with particular focus on iMacs due to growing numbers</p>	

<b>Behaviour and Attitude</b>	Encourage students to have a more positive attitude towards their musical learning, particularly at KS3, if they are not continuing musical study at KS4	Hold smaller scale 'recital' concerts for showcase performances for students from all key stages	
<b>Personal Development</b>	Focus on developing wood wind playing Year 7 and 8 enrichment trips? Focus on all year 7 singing School Musical April 2025	Additional peripatetic teachers	

